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ABSTRACT

An educational program assessment of the University Without Walls (UWW), located in Tahlequah, Oklahoma, and known as "Flaming Rainbow," was presented in this document. The evaluation was conducted during March 27-30, 1973. The 6 American Indian participants, who are financially supported by the Bureau of Indian Affairs' (BIA) Higher Education Program, and 3 prospective students were interviewed, as were the center's core staff personnel and the Vista workers. The 4-day assessment period culminated with a visit to the BIA Office in Muskogee, Oklahoma, to assess their conception of the program. The assessment placed emphasis on the testimonies of the students, who articulated the program's effectiveness. Success of the program was noticeable by the advancement made by 3 students who were near graduation. Findings included that there was a need to clarify the UWW goals and objectives in a language understandable to a layman and that the communications network between UWW and the BIA Higher Education Office in Muskogee needed improvement. It was recommended that BIA assistance will be vitally needed in the future should UWW prove to be a viable alternative educational program for Indian people. Included in the appendixes are (1) the fiscal year budget, 1973; (2) the fiscal year budget, 1974; (3) the "Cluster Concept" proposal for expansion; (4) the admission requirements; and (5) a list of institutions participating in the UWW consortium. (Author/FF)

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PROGRAM ASSESSMENT
UNIVERSITY WITHOUT WALLS
"FLAMING RAINBOW"
TAHLEQUAH, OKLAHOMA
March 1973

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RC006882

ABSTRACT

An educational program assessment of the University Without Walls (UWW) known as "Flaming Rainbow" (FR) is described in this document. The UWW center is located in Tahlequah, Oklahoma, and has six Native Indian American participants who are financially supported by the Bureau of Indian Affairs' Higher Education Program. The evaluation was conducted by Gene Leitka, Education Specialist, Branch of Research and Program Review, BIA. The evaluation was conducted during the week of March 27, 28, 29, and 30, 1973. Each Indian student participant and three prospective students were interviewed, core staff personnel of the center were also interviewed along with Vista workers who contributed time and effort to the program. The four day assessment period culminated with a visit to the Bureau of Indian Affairs Office in Muskogee, Oklahoma, to assess their conception of the program. The assessment placed emphasis on the testimonies of the students who articulated the program effectiveness. Success of the program was noticeable by the advancement made by three students who are near graduation and have done remarkably well in taking advantage of the Intern program which provided them national and statewide visibility in their abilities to perform exceptional assignments. Findings also included a need to clarify the UWW goals and objectives in a language understandable to a layman. Communications network was found to need mending, particularly, with the Bureau of Indian Affairs Higher Education Office in Muskogee. If UWW should prove to be a viable alternative educational program for Indian People, then BIA assistance will be vitally needed in the future. Appended are: Fiscal Year Budget 1973, Fiscal Year Budget 1974, "Cluster Concept" proposal for expansion, Admission Requirements, and list of institutions participating in the University Without Walls consortium.

PROGRAM ASSESSMENT
OF
UNIVERSITY WITHOUT WALLS
"FLAMING RAINBOW"
TAHLEQUAH, OKLAHOMA
March 1973

Note: The assessment conducted was only with regards to that phase of the program that directly involved Native Indian Americans under the Bureau of Indian Affairs Higher Education Scholarship Program.

Introduction: UWW Concept

The University Without Walls, in concept, is an alternative form of higher education. As reported in various printed matter and by the staff of Flaming Rainbow, the program seeks to build highly individualized and flexable programs of learning. This flexability lends itself to the freedom, sought by the student, to design and learn at one's own pace and learn what he wants to learn, at the same time continuing a contact between student and teacher.

Flaming Rainbow: UWW at Tahlequah

Flaming Rainbow (UWW at Tahlequah) is a member of a consortium of the Union of Experimenting Colleges and Universities, (UECU), that make up an association of 25 institutions that have joined to encourage research and experimentation in higher education. Headquarters of the Union is at Antioch College, Yellow Springs, Ohio. Dr. Samuel baskin serves as President of the Union and oversees the University Without Walls program.

As explained by the Director, Mr. David Hilligoss, the primary development of students' learning programs occur through an advisory process. Each student has a core-staff advisor and an academic committee consisting of his or her core advisor, a specialist in the student's area of learning, and any others that would be appropriate to the learner's program representative of Flaming Rainbow staff or others who are serving in the capacity of adjunct staff from the community. This committee works closely with the student under their guidance during the entire sequence of learning experiences. The student's completion of work is decided by the student and the committee, at which time, the student is recommended for a degree by the committee.

The student keeps a portfolio that displays his or her learning activities and accomplishments which is always readily available for any one member of the committee or the advisor to examine the student's progress.

UWW at Tahlequah (FR) is considered to be a community of self-directed independent learners. The student can learn at his or her own pace in fields of own choosing. Participating students and staff members quite pointedly emphasize the absence of constraints and undue pressure from subjection to passing grades, examinations that are, in many cases, that do not reflect the learners capabilities nor his abilities. As one student pointed out, some professor made exams do not even test your knowledge about a specific subject, they merely try to trick a student into either failing or learn to play the testing game.

It was agreed by all that it takes hard work, self-discipline and self-application to work toward a degree. It is understood by the student that it may well take one to ten years to earn a degree but it all depended on the sincerity and commitment on the part of the student and the advisors.

As reported *Flaming Rainbow offers no formal classes but places emphasis on experiential education or learning through experiences through independent study interspersed with travel and serving internship in areas that offer and facilitate further learning for the student.

Degree Offering Through UWW

The student has two options in which he or she can earn a valid and recognized degree. The student may elect to spend one semester on the campus of the sponsoring institutions, such as Westminister College in Missouri and Roger Williams College or other participating institutions that negotiates with Flaming Rainbow. The other option is the student may elect to complete all requirements with UWW and receive a degree from the Union of participating institutions which is recognized by the North Central Association of Accreditation. Process and negotiations are currently underway for FR to become a

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*Flaming Rainbow. The name was selected by the Indian participants in the original class depicting the "Flaming Rainbow" after a legend about an Oglala Sioux teepee and Black Elk. The teepee was formed out of a cloud in the form of a rainbow and open all the way through thus forming a place for Black Elk to pass to gain the knowledge and tools to lead his people.

degree granting institution. It was reported that FR was doing sufficient creditable job with its students in terms of their program design and meeting their needs and that the accreditation for degree granting authorization would be forthcoming.

Findings:

The program being still in its formative stages lacked readily available information in descriptive nature that would acquaint an assuming person who would want immediate description of the program at Tahlequah. The information is available in various documents and materials at the center but there needs to be efforts expended to provide a visitor, prospective student and other educators who may have interest in such important project, this information readily at hand. This is important particularly so, considering the FR Centers' need to extend their services to outlying community clusters.

UWW and BIA Relationship:

It was clear at the outset that FR staff had not established a working relationship with the BIA Higher Education personnel and at the Area level. The non-committal view points on the part of the BIA personnel could very well deprive an education for young and adult Indian people who are interested in pursuing a skill or elevating their educational ramification. The Muskogee Area personnel made their view points very clear and concise for their reasons for non-committal of Higher Education funds for the program at Tahlequah. It was generally agreed by the Area office that the program was catering to

campus rejects at Northeastern State and other institutions and that the only kind of people associated with the FR program were social rejects. Word circulated that participants practiced drug abuse and the center became a haven for that type of people.

The staff at FR also agreed that BIA people have been approached in Muskogee office and the program explained to responsible people. Invitations had been extended to BIA people to visit the center and interview students and staff but the invitations were never accepted to the point that anyone from Muskogee Area office visited the center nor confer with student participants to assess the effectiveness of the program. The Bureau's conception of the FR program, somehow, reached the local Indian leaders who then became very emphatic in letting the Scholarship office know of their objection to approving funds for such a program.

Recommendation:

It is obvious that the communication network is in need of improvement between the two agencies. It is also obvious that BIA office in Muskogee Area is determined to keep "hands off" the FR program because they feel they are complying with the desires of the Indian people it is serving in that region. Flaming Rainbow staff and student participants are committed and sincerely believe in their program, as they have demonstrated, should utilize every means to convince the tribal leaders and Area officials (in that order) that there are alternative educational opportunities for exceptional

Indians who want viable programs that will meet their needs rather than attempt to fit them into a system with all of its irrelevant requirements and constraints. There are INDIAN STUDENTS in the UWW program who have the capabilities to articulate the FR needs to the Indian leaders. These students were quite certain of their career interest and some even aspire to entering graduate school. The Indians' desire to have the freedom to select, plan and design and to work at the pace that is suitable for him should be articulated by the students to their leaders.

Cluster Concept:

According to the Associate Director of FR, who is a Cherokee Indian and a native resident of Tahlequah, the need for this type of program was in great need and now there is a need to expand this to reach those who are unable to come to Tahlequah for various reasons. Mr. Henry Chitty, Associate Director, and Mr. Dave Hilligoss, Director, have proposed the "Cluster Concept" in which the UWW program would create or establish extensions into the cluster communities. These clusters would be served just as FR serves Tahlequah area. The proposal design calls for training leadership within the community and allowing the target population design their own educational goals. Should the Cluster Concept become a reality, the Hulbert Community is proposed to be the first site. Approximately 80% of the prospective student applicants (25) are residents of Hulbert, a community approximately 10 miles from Tahlequah.

For further details about the proposed program, see Appendix C, Titled Flaming Rainbow Indian Studies Project, a Five Year Plan. Budget FY 74 also appended.

Student Response to the Assessment

The participants' reaction is usually considered valid and an important factor in any educational program assessment. The feedback from students', in this case, is considered having a high priority in the evaluation because the program design places high emphasis on self-designing, self-directed and self-motivating on the part of the student. Of the total Indian students in the program, 5 were present for personal interview and 1 was interviewed via telephone. In addition to those interviewed who are all active participants, 3 prospective students were also interviewed, upon their request. Portions of the academic records and program related activities of each student were extracted from materials produced by the center.

Student	Classification	Sex	Age
Gaylene George	Freshman	F	17-18
Linda Tomasik	Freshman	F	18-19
Joyce Smith	Senior	F	26
Robert Levi	Freshman	M	17-18
Gary Fife	Senior	M	22-24
Henry Chitty	Senior	M	42
Roger Cochran		M	22-24

Prospective Students Interviewed

Lucille Still	F	30-32
Marie Crouch	F	19-20

Students on Internship

Gary Fife	Washington, D.C., Indian Programs
Sonney George	Washington State Colville Reserve
Joyce Smith	Tulsa, Oklahoma

Gaylene George

Gaylene has studied art, Indian crafts and cultures, experimental education and folklore. Has studied under the tutelage of local Indian craftsmen. Gaylene has produced work equivalent to 2 semesters work at Westminister College.

Statement:

> I like the UWW program because I am doing what I like to do and receive credits for it. I've always been interested in Indian crafts and doing creative things with my hands. UWW gives me that freedom to learn by doing.

Linda Tomasik

Linda is a high school dropout and was a part of the group instrumental in establishing UWW at Tahlequah. She has studied Folklore, Indian Cultures, Art, Cooking, Child Care and Education. Linda served internship at the children's clinic at Hastings Hospital in Tahlequah. She has traveled extensively throughout Northwestern United States and has visited reservations in relation to her studies at UWW. Her husband is also pursuing a degree. Linda should have approximately 50 hours of semester credits accumulated.

Linda Tomasik continued:

Statement:

The UWW program meets my needs. I can take it upon myself to read books that are in my interest areas. It has made me more aggressive in pursuing my interest in an experimental form and the important thing is that you're not subjected to grade pressures or condemned for failing an examination. It has provided me direction and opened doors. I should be graduating from the program in about a year. I am involved with silversmithing, weaving and nutrition. I was always an average student and had a low opinion of myself plus having an inadequate command of English gave me problems. My husband said he learned more while in this program than he did while he was at NSC. He is on the job and no one is grading him and telling him he is failing.

Joyee Smith

Joyce is a senior and is already planning to enter graduate program within UWW. She has done research in surrealistic literature, creative writing and music. She has read a number of books and has written extensive research papers on Herman Hesse. She has performed publicly as a guitarist and blues singer. Joyce plans to perform as a singer with a group she will organize with the cooperation of the Cookson Hills Community Action program and the Oklahoma Arts and Humanities Council.

Joyee Smith continued:

Statement:

I've never had the freedom to really learn what I wanted to learn until I got into this program. I knew all the time there was something I wanted to do but the restrictions and constraints that a college places you in and having to take all of those courses that didn't mean anything to you was too much. There was always that threat in college, that you may fail any one of those courses that didn't even relate each other. The school, the way it's set up, seems to try to fit everyone into a mold or try to make everyone alike. The freedom to learn what you want to learn isn't really there. I think the library and other sources are there for one to use and learn but the requirements do not allow you to utilize these sources. My plans are to begin graduate work as soon as I complete my degree work. I know that I may want to become acquainted with some statistics courses or methodology in research design but I think I may decide on a descriptive type of research. I have taken 2 trips as a consultant to the Minority Affairs on the development of New Admission Policies to Colleges for Minorities. First trip was to New York and the second trip to Princeton University. These

Joyee Smith continued:

are the kinds of doors the program has opened for me. I have done work and have made friends at the Reality House, a Rehab Center for Drug Addicts and I intend to produce a paper on my experiences for UWW. The only source of income I can look forward to would be the BIA to continue my education.

Robert Levi

Robert is a freshman and is a high school dropout and was a member of the original program designers at Tahlequah. He has done extensive reading in film-making, his major interest, and studied creative writing and written poetry. Robert has studied art and has produced over 20 art works. Cooking and sewing has been his interest. He has designed and made clothes for himself.

Statement:

I went to San Francisco, California on an intern visit to a film making company. I learned alot while I was there. I would like to be able to work with different kinds of equipment in the film making industry if it were available to me here in Tahlequah or nearby.

Gary Fife

Gary is a senior and will be graduating soon from UWW. Gary studied. Indian Culture and photography. He is presently interning with the Indian Legal Information Development Service in Washington, D.C.

Gary's degree will be in photo-journalism, Political Science, and sociology.

Statement:

> *I gained my education and practical experience through the UWW at Tahlequah for the last year and half. Flaming Rainbow gave me the freedom of choice of what kind of experiences I needed and it gave me the chance to be where I am now. I plan to stay on and accept this job in Washington when I graduate in a couple of months.*

Sonney George

A sophomore, studied Indian cultures and religions, community organization, cooking, experimental education, land surveying and civil engineering. Sonney supervised the construction of 3 traditional Indian structures and worked as an intern under registered land surveyor and civil engineer. He considered, now qualified to lead a crew in surveying. He is presently located back on his tribes' reservation in Northwest United States continuing his work on internship. No contact was made with Sonney during evaluation.

Roger Cochran

Roger is a veteran and is attending UWW on his VA support but indicated he needed supplemental money from BIA to intensify his activities in various agencies. He would like to be a clinical psychologist and would like to visit agencies that would add to his learning.

Roger Cochran continued

Statements:

1) *Program is flexable enough to let you decide and progress.*
2) *Threat of failure is eliminated and tests to categorize you are non-existent.*
3) *Learning by doing strengthens retainment of what you learn.*
4) *Divergent thinking is not encouraged in the traditional classroom, you are forced to conform to the modes of colleges' personality.*
5) *UWW allows me to pursue my goal and read texts that relate to my field of interest.*
6) *I feel the BIA should supplement my VA assistance so that I may receive the full benefit from this program.*
7) *As an evaluator, you should tape these statements and play them for those holding the purse strings. Documentations are usually ignored, or never read.*

Henry Chitty

Henry is the Associate Director of the University Without Walls and is a native of this area and has lifelong acquaintances with majority of the Cherokee Indians in eastern Oklahoma. Henry has contributed, according to the Director, Mr. Hilligoss, an immeasurable

Henry Chitty continued

amount of time and energy toward making the program responsive to the student population it is serving. It is difficult to put into writing in this paper the amount of work Henry does for the Indian people in the Tahlequah area. He is a retired military person who still feels that education is a valuable thing to have. He is also a student in the UWW. In addition to his studies, he has written several proposals to bring programs to this area to better the economic conditions of his people, he has organized and promoted community action projects, youth programs, arts and crafts for youngsters and adults alike. He expects to graduate within 3 months.

Statement:

> *I feel we should strive for high standards within the UWW program. It is not a place to come and expect to get a degree without doing any work. There are many more young Indians in the clusters of Indian communities in the 4 county area that could benefit from this type of program if BIA would see it clear to fund them. Some kind of program is needed to train those high school drop-outs.*

Lucille Still and Marie Crouch

Both of these women were prepared to enter the program as soon as funding became available. Both are mature and have family responsibilities. Mrs. Still has extensive background in community pro-

Lucille Still and Marie Crouch continued

grams similar to Mr. Chitty's. She is looked upon as a community leader and advice and help is sought from her by the Cherokee people. It is expected, if she should enter UWW program, that she would likely complete her work within 2 years. She feels she can't afford to quit her job and return to the classroom setting.

Conclusions

It can be concluded that UWW at Tahlequah has achieved a good part of its ojectives in assisting Indian participants in achieving their self-designed and directed educational program. Approximately 90% of the participants were very impressionable and articulate students who were mature in their decision making. Most impressive aspect of the program was the provisions made for optional choices given in the type and degree of learning experiences that were acceptable as credits toward a degree. This phase of the program has given 4 interns a national and statewide visibility that has led to a very satisfactory position for one student. It was found that a near 100% of the students agreed that UWW was meeting their needs in terms of program design that allowed them to have a major part in deciding on a career choice and pursuing that choice without the threat of failure. Learning through experience and receiving recognition in terms of hours and advancing at one's own pace toward a degree seemed to be the central force.

Cost Effectiveness

The cost per pupil is approximately $2,400 for two semesters in the UWW program compared to approximately $1,700 median cost per pupil among the near 14,000 students currently being supported by the BIA. A great deal depends on the number of students that will be graduating and finding placement with marketable skills before any final decision can be reached as to the feasibility of the cost

effectiveness per pupil. It can also be argued that it doesn't or should not take a complete four year cycle for a student to complete a degree as compared to the traditional setting which would seem to have a balancing factor, comparatively speaking. We can also, as time progresses, compare the success rate with various agencies within the BIA to that of UWW. In one particular instance, an agency has issued higher education scholarship grants for the last 10 years but, has yet to see 1 graduate with a degree. From all indications, it seems quite certain that in less than a year, the UWW will make a contribution to the Indian people in the Tahlequah area.

APPENDIX SECTION

BUDGET FY '73 and 74, FOR PROSPECTIVE STUDENTS

FLAMING RAINBOW INDIAN STUDIES PROJECT PROPOSAL
AND PROPOSED BUGET

ADMISSIONS PROCEDURE AND FORMS

LIST OF PARTICIPATING INSTITUTIONS IN UWW

APPENDIX A

BUDGET FY '73 - 74
UNIVERSITY WITHOUT WALLS
TAHLAQUAH, OKLAHOMA

The students listed below have submitted applications to the University Without Walls program and are prepared to begin work as soon as financial assistance can be obtained for them. Mrs. Still, Mr. Cochran and Mrs. Crouch were interviewed during the evaluation and they each clearly stated their educational objectives and their desire to accomplish them. They were articulate in expressing themselves and have the capabilities of designing and completing their program.

Student	Tribe	Tuition	Living Stipend	Total
Lucille Still	Cherokee	$ 1,200.00	$ 1,200.00	$ 2,400.00
Roger Cochran	Cherokee	1,200.00	1,200.00	2,400.00
Marie Crouch	Choctaw	1,200.00	1,200.00	2,400.00
Sarah Wilson	Cherokee	1,200.00	1,200.00	2,400.00
Becky Dreadfulwater	Cherokee	1,200.00	1,200.00	2,400.00
	TOTAL:	$60,000.00	$60,000.00	$120,000.00

FLAMING RAINBOW - INDIAN STUDIES
PROJECT
WESTMINSTER COLLEGE - UNIVERSITY WITHOUT WALLS

This outline submitted as an example of a
five year plan project within Westminster UWW

I. Participation Institutions and Administration Staff.

A. Participating Institutions

1. Flaming Rainbow-UWW/Tahlequah, Oklahoma
2. Westminster College/ Fulton, Missouri
3. College Entrance Examination Board/ N.Y.
4. Education Testing Service/ Princeton, N.J.
5. Bureau of Indian Affairs/ Washington, D.C.

B. Proposed Administration/Staff

1. Henry Chitty - Director/ full time
2. Ms Margaret Hilligoss - resources/half time
3. Mike Murphy - Resources/consultant
4. David Hilligoss - Director/Flaming Rainbow
5. Dr. Gale Fuller - Associate Dean//Registar/Westminster
6. Westminster College - Academic Sponsor and Fiscal Agent
7. Flaming Rainbow - UWW -"On site" consulting and Administrating Agent

II. Major Components of Proposed Program.

A. Target group - 30 N.E. Oklahoma Indian young people - Socially and Educationally disadvantaged.

B. Preparatory program - GED studies and basic skills.

C. Orientation to self-directed study and motivational program.

D. Extended (3-4 month) field study trips to major sections of U.S. - 4 summers.

E. 2-3 semesters in residence at Westminster College participating in specially designed interdisciplinary courses to cover usual general education background taught by both Westminster and Flaming Rainbow Staff.

F. Pilot project of counseling, testing and evaluation - designed and consulted by Flaming Rainbow and CEEB and ETS.

G. Final goal - B.A. Degree with emphasis in Indian Studies and minor in professional/vocational field.

III. Funding

A. Educational scholarship grants from B.I.A.

B. Funding proposals written and sponsored jointly by Flaming Rainbow and Westminster to seek funds from B.I.A. and/or Office of Education (Possibly Title III).

C. Funding proposals written and sponsored jointly by Flaming and Westminster to seek funds from private foundations (probably Donner foundation, Trinity foundation, etc.0

D. Eventual proposals for research funds from CEEB and ETS.

Iv. Five year plan.

A. FIRST year -

1. Preparatory and Ged program with assistance from BIA and education department.
2. Basic skills workshop, classes, etc.
3. Motivational seminars and retreats.
4. Self-directed and independent study orientation.
5. Study of Indian identity and contemporary Indian problems.
6. Resources compilation.
7. Assist Westminster in designing interdisciplinary courses.
8. Plan first summer field trip to South Eastern U.S. for study of S.E.U.S. Indian tribes.
9. Seek funding.
10. Recurit additional students for first field trip

B. Summer Field Trip (Field Study)

1. Arrange contacts, visits, and consultants.
2. Begin with visit to South Florda for study of Micasooki and Seminole Indians. Resources = Big Cypress reservation at Everglades, Flordia. Anthropologists, etc., at Florida State University, University of Florida, and University of Miami.(3 weeks)
3. Research in Georgia, Mississippi, and Alabama of Creeks, Choctaws and Chickasaws. (3 weeks)
4. Research of Cherokees in Georgia, North Carolinia and Tennessee. Resources - University of Georgia, Elliot Wigginton/Foxfire in Raburn Gap, Georgia and Qualla Reservation, Cherokee, North Corolinia.
5. Travel the "Trail of Tears" of Cherokees from Eastern U.S. to Oklahoma.

End of Fourth Year.

L1. Fall - independent study and or internships.

M. Spring - Independent study and/or internships.

N. Graduation

End of First Year.

C. Fall - continue study of basic skills and contemporary Indian problems in Oklahoma.

D. Spring - Semester of inter-disciplinary study at Westminster College.

E. Summer - Second Field trip to plains and North west United States. Resources - Rosebud, Pineridge, Flathead and Colville Indian Reservations.

End of Second Year

F. Fall - Continue studies in Oklahoma .

G. Spring - Study at Westminster.

H. Summer - Third Field trip to North East United States.

End of Third Year

I. Study at Westminster

J. Study at Tahlequah.

k. Fourth Field trip to Sothwestern U.S.

BUDGET FY '74
"CLUSTER CONCEPT"
HULBERT, OKLAHOMA
(UWW)

Student Applications Now on Hand for FY '74:

Total: 30

80% are in Hulbert Community

20% are in immediate vicinity

Students			
Tuition	@	$ 1,200.00 X 30 =	$ 36,000.00
Living Stipend	@	1,200.00 X 30 =	$ 36,000.00
		Total Request:	$ 72,000.00
Personnel			
Director at Hulbert Cluster, Full Time (Indian)			$ 8,000.00
Assistant Director, Hulbert Cluster 1/2 Time (Indian)			4,000.00
Consultants, Travel and Fees			4,000.00
		Salaries Total:	$ 16,000.00
		Benefits: 10% @	16,000.00
		Sub Total:	$ 17,600.00
Program Learning Experiences			13,000.00
Overhead Costs, Office, etc. (15%)			5,400.00
			$ 36,000.00

WESTMINSTER COLLEGE - FLAMING RAINBOW UWW
Tahlequah, Oklahoma
ADMISSIONS PROCEDURE AND FORMS

Note: All forms except application are used as cover sheets only--questions are to be answered on other paper and attached to forms.

1. ADMISSION AND ENROLLMENT

A. Inquiry by phone, letter or person. Send Flaming Rainbow flyer and note explaining briefly the program and process. Explain that for $1.25 we will send the 1st report of the national UWW program and admission and enrollment forms.

B. Personal interview (required). Admission (purple) forms will be filled out along with Educational Goals and Needs form (dark yellow) and Past Experience form (green). At this time a $15 application fee must be paid.

C. Notification of acceptance or rejection / refewal will be sent in writing. (Anyone rejected will be referred to another appropriate educational program).

D. In most cases an orientation period in Tahlequah will be required.

E. Enrollment will not be complete until first month's tuition of at least $50 is paid and official enrollment will be considered 1st day of month closest to payment of 1st month's tuition.

F. Enrollment will not be complete until all transcripts of high school and prior college credits are in the Flaming Rainbow office.

II. TUITION

A. Tuition in Westminster Flaming Rainbow UWW is $2400 annually.

B. Each student receives automatically a $1200 scholarship if accepted in the program.

C. Additional scholarship aid or tuition reduction up to $600 is available in cases of extreme demonstrated hardship.

D. Aid benefits available - V.A., BIA, Social Security and Vocational Rehabilitation should be available soon. These papers are all made out to Westminster College % Dr. Gale Fuller, Associate Dean and Registrar, Fulton, Missouri 65251. (Forms are available in Flaming Rainbow office.)

E. All checks and tuition payments must be made payable to Westminster College but mailed or given to staff at Flaming Rainbow in Tahlequah.

F. Under no circumstances are FR students to correspond with staff at Westminster unless previously cleared with FR staff.

G. Any student from another college wishing to participate in FR as a student intern or just student will be charged the same rate of tuition as any regular FR-UWW student unless special tuition rebate or waiver arrangements are made.

H. All student tuition is payable in advance either monthly, quarterly or annually.

I. Any student falling more than 60 days behind in tuition payments will be automatically dropped from the program unless other arrangements are made prior to delinquency.

J. Any student owing tuition to FR-UWW cannot be graduated or granted credit until arrears are paid Bureau of Indian Affairs Aid.

K. Any student whose tuition is paid by the Bureau of Indian Affairs may be reimbursed for special projects directly related to learning program such as tuition at other schools, travel, etc. up to 15% of $1200 (or $180) upon approval by FR staff.

L. All Vetemns, BIA and other students being subsidized by Government aid programs must report progress monthly to FR staff and be evaluated twice each term (1st semester, 2nd semester, and summer according to Westminster's academic calendar) in compliance with academic accountability agreements or the apporpriate payments will cease.

III. 2 - 4 WEEK ORIENTATION IN TAHLEQUAH, OKLAHOMA

A. Establish advisor relationship with one FR core staff person.

B. Discuss, evaluate, and expand goals and needs as stated in response to "Goals and Needs form."

C. Correlate goals and needs to available resources and begin designing program of study.

D. Contact resources and resource people with help of FR staff.

E. Translate Past Experiences into credit. (only Past experience after high school will be considered for credit but all past experiences relevant to students UWW program should be documented.)

F. Establish communion with FR community in Tahlequah.

G. Orientation to self-directed learning.

H. Orientation to log writing. All students are encouraged to keep at least a weekly log (living and learning) of relevant growth experiences for the purposes of reflective and introspective learning. It should be of a personal nature and need be shared only with your committee. Logs will not be kept on file at FR.

IV. ACADEMIC PROGRAM

A. Project Outlines (blue) will be filled out for every project pursued before that preject is begun. A project outline will be filled out for every project that consumes at least 40 clock hours of your time. In the case of several small projects that relate to each other, group them togrther in one project outline. Project outlines are not binding but only used to help you focus your learning.

B. Student evaluation (yellow)- for each project consuming at least 40 clock hours of your time evaluate your learning using the student evaluation form as a guide. Answer on other paper and attach to the form and place in your portfolio when the project has been completed.

C. Facilitator evaluation (pink)- at the end of each project of 40 clock hours or more you must have at least one person who was related to the project besides yourself evaluate you and your learning in that project. Again, have the person answer the questions on other paper and attach them to the form.

D. Products of learning - any concrete object produced by a learning project (ie. tapes, papers, bibligraphies, photos, etc.) should be placed in your portfolio after completion of a project.

E. Progress reports- if a project is an on-going study and not complete after a reasonable length of time or you are away from Tahlequah for a length of time use project outlines to submit as progress reports at least once each month.

V. COMMITTEES

A. Each student should have a program separate these words

committee functioning by the end of the 2nd year of participation if your are working toward a degree.

B. Each student within a 9-10 month period of graduation should have a program committee meeting or having collective input into your program at least once each month.

C. The purpose of the committee is to advise and consent and advise and dissent in assisting you to focus direction toward a degree with realistic goals and expanded use of resources, structure goals both personally and academically, evaluate work and help answers un-answered questions. The committee should help you move toward realisitic competence in your field of learning and help you own committee. If the committee is carefully selected and used and formed early in your program it should help in reinforcement of accomplishments and prevent surprises such as not getting the degree when you think you should.

D. Six months prior to receiving the degree you and your committee should be very clear as to specific concrete accomplishments and products required for final approval.

E. Someone should take notes at each committee meeting so that a report can be placed in your portfolio of each meeting.

F. The committee should understand the UWW process, the criteria for the Union degree and their role in the process from the very beginning.

G. At least 3 months prior to expected graduation the committee should recommend to the FR staff that upon completion of your final committments they will approve you for the degree. You will then be recommended to Westminster and the Union for Exper-

imenting Colleges and Universities for the UWW-Union degree upon final completion of said committments.

Degree Conferring Agency

The degree will be granted as:

"A degree of the Union for Experimenting Colleges and Universities Sponsoring institution - Westminster College"

H. A student's program committee should consist of: At least one FR-UWW core staff person; at least one fellow UWW student; at least 2 adjuct or consulting faculty with whom the student has studied; the student himself/herself. Normally, Dr. Gale Fuller or his representative will serve as an ex-officic member of each commettee.

I. If a FR-UWW student desires a straight Westminster-UWW degree it must be understood that at least one member of the regular Westminster staff will be a member of the student's committee, the student must spend at least one semester in attendance on the Westminster campus, and a student's program must be approved by the Dean of Westminster before graduation.

VI. DOCUMENTATION

A. Documentation is the key to the legitimacy and market value of a degree resulting from experiential learning. Without grades, accumulated credit hours, lists of courses, etc., there is not other realistic way to prove the reality of one's learning.

B. Forms of documentation may be: Transcripts, instructor's and facilitator's evaluations and comments, self evaluation, participation by core staff and testimony thereof, products of learning experience, learning project's descriptions, examinations designed

to test certain knowledge or skills, testimony by observers, etc.

C. Methods of documemtation will vary according to the type of learning experience; ie, classes, independent study, reading, prior college work, past experience, work done at another college, etc.

D. By the time a student graduates he/she ahould at least be able to:

1. Perform competently and professionally in at least one chosen field of interest in both theory and practice.

2. Communicate what you know and feel to others both orally and writing.

3. Be prepared to make some contribution to your own life and the lives of others in a way you couldn't before you participated in the Flaming Rainbow-UWW process.

VII. CREDIT AND DEGREES

A. Learning agreement (red)- this form is optional and may be used if you study with someone who desires some sort of contract or if you want to use a contract with your committee.

B. Credit certification (bright pink)- a sort of contract for committee and FR staff to certify credit at the end of a specific block of learning or the entire program. Should be used at least twice each year for the security of the student and must be used 3 times each year for veterans and BIA students.

C. Credit formula (approximate): 30-40 clock hours = 1 credit hour (equivalent); 40 hours (or more) - project outline completed plus student evaluation and facilitator evaluation. Less than 40 clock hours projects should be grouped together.

(this is flexible and the formula should not be considered a

hard/fast rule.)

Note: Any student receiving aid from a government agency, ie., V.A., BIA, Voc REHAB, etc. must complete a minimum of 30 equivalent credit hours per year and should complete the equivalent of 2 x 16 hours semesters plus 8 hours for the summer.

UNION AND UWW INSTITUTIONS

UNIVERSITY OF ALABAMA, NEW COLLEGE, University, Ala. 35486
Neal Berte, Dean
Bernard Sloan, UWW Project Director

ANTIOCH COLLEGE, Yellow Springs, Ohio 45387
James P. Dixon, President

UWW PROGRAMS, Antioch College/West. 149 Ninth St., San Francisco, Ca. Joseph McFarland, UWW Project Director

Antioch/Philadelphia, 1227 Walnut Street, Philadelphia, Pa. 19107
David Frisby, UWW Project Director

Kard College, Annandale-on Hudon, N.Y. 12504
Resmer Kline, President - Tel: 914-758-6072
Frank Oja, UWW Program Director
Bernie Tieger, UWW Project Co-Director
Irma Brandels, UWW Project Co-Director

CHICAGO STATE UNIVERSITY, 90 5th and King Dr., Chicago Ill.
Milto Byrd, President
Norman Somers, Dir. Of Education (Experimental)
William Charland, UWW Program Director

COLLEGE OF RACINE, 5915 Erie St., Racine, Wisconsin 53402
Thomas Stevens, President
Harry McCabe, Executive Vice President-Dean
Janet Steiner, Director of Alternative

FLORIDA INTERNATIONAL UNIVERSITY, Miame, Fla. 33144
Charles Perry, President
Butler Waugh, Dean, College of Arts and Sciences

UWW PROGRAMS: Florida International/Miami Dade Junior College
Florida International: Jules Pagano, Project Director
Miami Dade Jr. College, Miami, Fla.; McGreger Smith Project Director

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Leon Botstein, President
Michael Bailin, UWW Project Director

FRIENDS WORLD COLLEGE, Plover Lane, Lloyd Harbor, Huntington, N.Y.
George Watson, President
UWW Project Director - Ruth Maryhill

GODDARD COLLEGE, Plainfield, Mt. 05677
Gerry Witherspoon, President
Tony Pierce, UWW Project Director

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Howard Lord and David Christman, UWW Project Directors

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Jeffrey Johnson, UWW Program Director

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King Check, President
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Herbert London, UWW Project Director

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Otis Shao, Dean, Graduate School
Patrick Carleton, UWW Project Director

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Albert Sehuarta, Dean of the Faculty

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Virginie Lester, Asst. to the President
Mark Galber, UWW Project Director

*UNIVERSITY OF SOUTH CAROLINA, Columbia, S.C. 29208
Thomas Jones, President

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Williams Birenbaum, President
Felix Cardegne, UWW Project Director

STEPHENS COLLEGE, Columbia, Mo.
Eoymour Smith, President
James Rice, UWW Project Director

*WEBSTER COLLEGE, 470 East Lockwood, St. Louis, Mo. 63119
Leigh Gerdino, President
Joseph P. Kelly, Vice President
Charles F. Madden, Director of Academic Affairs

Westminister College:
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Gale Fuller, Dean of faculty (UWW Project Dir., Fulton unit)
Brooke Sloss, Dean

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Edwardk W. Weidner, Chanceller
Henry Spille, UWW Project CO-Director
Carol Pollis, UWW-Project Co-Director

* Union Institution Only
** UWW Institution Only
All other institutions both Union and UWW